

ESLP 82

Rubric for Diagnostic Test

Diagnostic Essay

Writing Conventions	1 – Developing Outcome	2 – Competent Outcome	3 – Proficient Outcome
<p>Introduction</p> <p><i>In the introduction the writer</i></p>	<ul style="list-style-type: none"> • does not define and narrow the topic in the introduction • vaguely states or implies the question that the paper answers • employs an introduction that is unrelated to the topic • employs a thesis statement that does not answer the question, that is unrelated to the body ¶s, or that is missing <p>>>>Readers are confused about the thesis and/or insulted and are not persuaded to consider the text’s ideas from the introduction.</p>	<ul style="list-style-type: none"> • somewhat defines and narrows the topic in the introduction • adequately states or implies the question that the paper answers • employs a thesis statement that answers the question and establishes some organization for the paper <p>>>> Readers can somewhat understand the thesis of the paper and are probably persuaded to consider the text’s ideas from the introduction.</p>	<ul style="list-style-type: none"> • effectively defines and narrows the topic in the introduction • effectively states or effectively implies the question that the paper answers • employs a thesis statement that effectively answers the question and organizes the paper <p>>>> Readers definitely understand the thesis of the paper and are definitely persuaded to consider the text’s ideas from the introduction.</p>
<p>Body</p> <p><i>Given the purpose and audience ,the writer</i></p>	<ul style="list-style-type: none"> • states general points that are vague, confusing, or unrelated to the thesis • employs a confusing arrangement of ¶s • inadequately organizes the ideas within the paragraphs, which causes a major problem with understanding the content • contains vague, confusing, or unrelated ideas that do not belong in paragraphs •contains substantial overdevelopment and/or underdevelopment within paragraphs • does not use or uses poorly details from the source that do not function well as evidence to support the points • employs details from the writer’s own experiences/ observations/reasoning that do not function well as evidence to support the points <p>>>>The disorganization and lack of appropriate content make it difficult for a reader to understand the text’s ideas and make the reader question the writer’s credibility.</p>	<ul style="list-style-type: none"> •adequately states writer’s points via topic sentences although the sentences may be improperly placed or a bit unclear • generally employs a clear arrangement of ¶s • adequately organizes the ideas within the paragraphs although there may be minor problems that cause slight confusion •contains mostly relevant, fairly well-developed paragraphs that use adequate details from the source as evidence via paraphrasing, summarizing, and quoting • adequately employs details from writer’s own experiences/observations/reasoning as textual evidence <p>>>>The organizational logic and development assist a reader’s understanding of the text’s ideas although the reader may be slightly confused and may not completely understand all points that have been developed.</p>	<ul style="list-style-type: none"> • effectively states the writer’s points via effective topic sentences at the start of each body paragraph • employs a logical arrangement of ¶s • effectively organizes the ideas within the paragraphs • effectively employs particular details from the source as evidence via paraphrasing, summarizing, and quoting • effectively employs details from writer’s own experiences/observations/reasoning as textual evidence <p>>>>The organizational logic and development enhances a reader’s understanding of the text’s ideas.</p>
<p>Conclusion</p> <p><i>Given the purpose and audience, the writer</i></p>	<ul style="list-style-type: none"> •does not or inadequately restates the thesis and main points in the conclusion •does not or inadequately opens to a larger topic or issue <p>>>> Readers generally cannot understand the thesis and main points of the paper and cannot see the paper’s significance.</p>	<ul style="list-style-type: none"> • adequately restates the thesis and main points in the conclusion perhaps with some minor errors • attempts to open to a larger topic or issue although may not do so very successfully <p>>>>Readers generally understand the thesis and main points of the paper and see that the writer has attempted to address the paper’s significance.</p>	<ul style="list-style-type: none"> • effectively restates the thesis and main points in the conclusion • effectively opens to a larger topic or issue <p>>>>Readers definitely understand the thesis and main points of the paper and understand the paper’s significance.</p>
<p>Overall READABILITY</p>	<ul style="list-style-type: none"> •does not employ or employs incomplete and/or ineffective parenthetical citations and Works Cited page • contains many errors in grammar, punctuation, spelling, sentence structure, or word choice/word forms, and these errors interfere with comprehension 	<ul style="list-style-type: none"> • employs competent parenthetical citations and Works Cited page with only minor errors • contains some errors in grammar, punctuation, spelling, sentence structure, or word choice/word forms, but these errors only interfere slightly with comprehension 	<ul style="list-style-type: none"> • employs thorough and effective parenthetical citations and Works Cited page • contains a few errors in grammar, punctuation, spelling, sentence structure, or word choice/word forms, but these errors do not interfere with comprehension

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Writing Process, Writing Strategies, Self-Assessment, & Writing Under Time Constraint

	1 – Developing Outcome	2 – Competent Outcome	3 – Proficient Outcome
Writing Process	<ul style="list-style-type: none"> demonstrates little to no use and/or ineffective use of the components of the writing process (brainstorming, outlining, drafting, self-review, and revising) 	<ul style="list-style-type: none"> demonstrates somewhat effective use of multiple components of the writing process (brainstorming, outlining, drafting, self-review, and revising) 	<ul style="list-style-type: none"> demonstrates effective use of multiple components of the writing process (brainstorming, outlining, drafting, self-review, and revising)
Writing Strategies	<ul style="list-style-type: none"> demonstrates little to no ability to identify writing problems and to use effective strategies to address them 	<ul style="list-style-type: none"> demonstrates some ability to identify writing problems and to use effective strategies to address them 	<ul style="list-style-type: none"> demonstrates a good ability to identify writing problems and to use effective strategies to address them
Self-Assessment	<ul style="list-style-type: none"> demonstrates little to no understanding of writing strengths and weaknesses may contain some major misunderstandings in perceptions of strengths and weaknesses 	<ul style="list-style-type: none"> demonstrates some understanding of writing strengths and weaknesses may contain some inaccurate perceptions of strengths and weaknesses 	<ul style="list-style-type: none"> demonstrates an accurate, comprehensive understanding of writing strengths and weaknesses
Time Constraint	<ul style="list-style-type: none"> demonstrates little to no ability to write effectively under a time constraint (e.g. unable to write entire essay during class period) 	<ul style="list-style-type: none"> demonstrates somewhat of an ability to write effectively under a time constraint (e.g. able to write most of the essay during class period) 	<ul style="list-style-type: none"> demonstrates good ability to write effectively under a time constraint (e.g. able to write entire essay during class period)